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SUGGESTED UNITS OF STUDY FOR OCCUPATIONAL TRAINING PROGRAM.

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FOR UNITS IN (1) SELF CARE AND PERSONAL DEVELOPMENT, (2) GETTING ALONG WITH OTHERS, (3) HOW TO GET AND KEEP A JOB, (4) MONEY, AND (5) SAFETY. THE GUIDE LISTS POSSIBLE DEMONSTRATIONS, DISCUSSION TOPICS, FILMS, AND FIELD TRIPS FOR MENTALLY HANDICAPPED YOUTH AGED 15 TO 21 YEARS. THE BIBLIOGRAPHY LISTS SIX ITEMS. (JW)

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FOR

OCCUPATIONAL TRAINING PROGRAM

EC 000 164

BREVARD COUNTY

BOARD OF PUBLIC INSTRUCTION

EXCEPTIONAL EDUCATION DEPARTMENT

AUGUST, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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UNITS OF STUDY FOR OCCUPATIONAL TRAINING PROGRAM

SELF CARE AND PERSONAL DEVELOPMENT----------UNIT I

GETTING ALONG WITH OTHERS----------UNIT II

HOW TO GET A JOB AND KEEP IT----------UNIT III

MONEY----------UNIT IV

SAFETY----------UNIT V

Submitted to Curriculum Committee
by the following members of the
sub-committee on curriculum for
Exceptional Education:

Mrs. Mary Lee Satterfield
Mrs. Dorothy O'Connor

I

SUGGESTED USE OF UNITS

Each unit in this booklet is intended to be used during a period of approximately nine weeks. It would be possible to take many of the sub-titles and create individual units; however, the instructor is advised to use discrimination to avoid this pitfall. With imagination, many facets can be added to increase interest without lengthening the study. The instructor is not expected to use all of the materials suggested, but should adapt them to his needs.

Although the information in the units is important, each unit is written so as to incorporate skills in reading, writing, economics, arithmetic, spelling, listening and speaking. They have also been devised to develop a sense of social awareness in the students.

It is understood that individual abilities will vary and that the instructor must adjust the academic skills involved accordingly. The instructor must assume the responsibility for daily scheduling. Some activities will lend themselves to one, two, three or four periods depending on individual class schedules, teacher ingenuity, and class ability.

The following methods are suggested to increase knowledge of the skills listed above:

Economics and Arithmetic

Commodities, labor, or materials, etc. involving the use of money for value received should evolve in an arithmetic lesson. These problems, when indicated, should include computation of money, measurement, and time.

Reading

Reading skills can be improved by reading film and film-strip captions, sentences written on the board, bulletin board captions, signs on field trips, newspapers, magazines, catalogues, and related library material. Stress technical terminology to be sure it is understood.

Writing

Writing skills can be developed by copying sentences from the board, composing and writing personal letters, writing evaluations of experiences, filling out forms, etc. (It is advisable for each student to keep his own notebook.)

Spelling

Functional words in the unit, necessary for everyday living, should be used as a spelling list.

Listening and Speaking

Students should be encouraged to develop listening skills through the use of films, filmstrips, resource speakers, oral reports, and classroom discussions. Acquiring the ability to follow directions should be the ultimate goal.

Suggested films, unless otherwise noted, are available from the Brevard County Instructional Materials Center in Titusville. Most schools have a film strip supply in their libraries. The instructor should use these, as well as library books, to further enhance the study.

Z

SELF CARE AND PERSONAL DEVELOPMENT

I. Wash and bathe regularly:

A. Demonstration of proper washing of hands and face with use of soap, brush and hand cream

B. Show visual materials on the care of hands and face with discussion following

Suggested film: Care of the Skin, 4-42 EBF B/W 10m

C. Have students discuss when and why to bathe

D. Discussion on the use of deodorants and soap

1. Have students bring in samples and pictures of various deodorants and soaps

2. Discuss the prices and possible value of each

II. Care of face:

A. Demonstration and discussion on shaving procedures

1. Invite local barber to give demonstration of shaving, discussing use of shaving soaps, hand soaps, brush and brushes

2. Later, have students discuss reasons for good grooming and the reasons for shaving

3. Suggested films:

4-90 How to be Well Groomed, Coronet col. 10m

4-239 Keeping Clean and Neat, EFB Hygiene B/W 10m

825 Tommy's Day, YAF B/W, 15m

III. Care of nails:

A. Demonstration of scrubbing nails with a brush

1. Suggested film: 4-50, Care of the Hair and Nails, EFB B/W 10m

2. Invite local manicurist to demonstrate proper use of nail tools

IV. Care of teeth:

A. Discuss brushing of teeth as well as dental care

1. Suggested films:

   4-465, Teeth, EFB B/W 11m

   4-44, Save those Teeth, EFB B/W 7m

2. Invite local dental hygienist or dentist to demonstrate use of dental floss, various tooth pastes, powders, soaps, sodas, salt, and mouth wash

3. Provide field trip to a local dentist. Show students the office, how to make an appointment, etc.

V. Care of Hair:

   A. Discuss reasons for combing and washing hair regularly

   B. Discuss cost of hair cut for boys and cost of beauty parlor for girls

   C. Provide field trip to Melbourne Beauty Culture School, Hibiscus Blvd., Melbourne, Florida (School has been contacted and is willing to cooperate)

   D. Have students find pictures, etc., on the care of the hair. Use for discussion, notebooks, and bulletin boards

VI. Care of the Eyes

   A. Discuss care of the eyes with mention of eye strain, proper use of glasses, regular eye examinations, etc.

   B. Familiarize students with screening tests. Demonstrate if possible

   C. Suggested film:

      4-24 Eyes and Their Care NP D B/W 11m

VII. Care of the Ears:

   A. Discuss care of the ears and the dangers involved in cleaning ears with sharp objects, etc.

   B. Invite County Speech and Hearing Consultant to demonstrate use of audiometer

   C. Suggested film: 4-41 Ears and Hearing, EEF B/W 11m

Z

VII. Care of the Nose:

A. Discuss blowing nose, use of the handkerchief, etc.

B. Discuss nose bleeds and other injuries to the nose

C. Suggested films:

4-417 Learning about your Nose EBF B/W 9m

4-241 Mechanics of Breathing EBF B/W 11m

4-354 Our Senses, What They do for Us Coronet B/W 11m

VIII. Care of the Feet:

A. Discuss foot ailments, etc., and the importance of taking care of the feet when we are still young

B. Suggested film

The Foot and its Problems, American Podiatry Association

IX. Toilet Habits:

A. Discuss use of private and public restroom facilities

B. Discuss personal cleanliness in toilet use as well as cleanliness of room and facilities

X. Clothing:

A. Discuss the protection and care of clothing

1. Hang clothing properly

2. Wear clean under garments daily

3. Keep clothing pressed and neat

4. Keep clothing repaired and mended

B. Economical laundering:

1. Discuss use of laundromats, costs, etc.

2. Discuss high cost of replacement of carelessly laundered clothing

C. Shoe repair:

1. Discuss cost of repairing shoes compared with buying new ones

2. Provide field trip to local shoe shop

D. Dry-cleaning:

1. Discuss cost of dry cleaning

2. Provide field trip to local dry cleaning establishment

XI. Balanced Diet

A. Importance of eating right kinds of food

1. Discuss basic food groups needed in daily diet

a. Dairy foods

b. Meet groups

c. Vegetables and fruits

d. Breads and cereals

e. Other foods

2. Discuss food values in the above groups

3. Suggested films:

8-343 Eat for Health EBF B/W 18m

4-461 Foods and Nutrition EBF B/W 11m

4-243 Fundamentals of Diet EBF B/W 11m

4. Prepare foods in the classroom and discuss the food nutrients in each food prepared

5. Take field trip to a nearby restaurant and give the students an opportunity to order a meal in a restaurant choosing the right kind of food, paying for their own food, etc.

XII. Other factors contributing to good health:

A. Posture

1. Find visual materials on posture

a. Demonstrate good and poor posture with class participation

b. Constantly check posture in full length mirror

2. Invite Physical Education Instructor for a talk on subject of

posture

B. Fresh Air and Exercise

1. Discuss need for fresh air and exercise pointing out the proper exercises for various age groups, the need for proper conditioning for certain types of exercise before full participation, the proper dress for seasonal and different types of exercise, and the effects of weather and climate on types of exercise needed

C. Care of illnesses and ailments

1. Discuss most common ailments and what should be done for them. Include discussion of colds, headaches, open sores, scratches, cuts, tired muscles, stomach aches, etc.

2. Discussion of who to see when illness or ailment occurs with emphasis on doctor or nurse

3. Discuss necessity for periodic physical examination

4. Suggested films:

8-219 About the Human Body CHH B/W 15m

4-233 Body Defenses against Diseases EBF B/W 11m

4-289 Color of Health AM.BA col. 11m

4-458 Immunization EBF B/W 11m

8-95 Tobacco and the Human Body EBF B/W 15m

4-338 First Aid on the Spot EBF B/W 10m

8-87 Health in our Community EBF 13m

8-35 Drug Addiction EBF B/W 12m

XIII. Importance of courtesy and good manners

A. Discuss table manners

1. Make use of a model set table where the following demonstrations and discussions can be carried out:

a. Proper holding of knife, fork and spoon

b. Proper use of knapkin

c. When to say please, thank you, excuse or pardon me

d. Speed of eating--eat slowly and do not gulp food, etc.

e. Men wait for ladies to be seated--help with chairs

f. Discussion of proper table conversation

2. Dramatize restaurant situation

a. Use proper table setting

b. Provide menu and order pad

c. Roles

(1) Waiters

(2) Waitresses

(3) Cashier

(4) Customers

d. Areas for discussion

(1) Social behavior

(2) Balanced meal

(3) Cost

(4) Tipping

B. Personal manners, group manners and conduct in public places

1. Courtesy and respect for others

a. Discussion of addressing people correctly, Mr., Mrs., Miss, Sir, etc.

b. Discussion of responding to and listening to directions

c. Discussion of fact that most people are anxious to help and do not criticize unjustly

2. Suggested films:

8-20 <u>Act your Age</u> B/W 13½m

4-109 Fun of Being Thoughtful Coronet Col. 11m

4-186 Are Manners Important? EFB B/W 11m

3. Point out profanity, obscenity and suggestive talk only show lack of judgment and training

4. Set up situations that provide opportunities for conversation and allow for practice under varying circumstances

XIV. Importance of having respect for equipment, property, and the rights of others

A. Personal property

1. Discuss pride in ownership, care of property, and development of attitudes of neatness

2. Demonstrate that articles that are slightly damaged can be repaired rather than replaced. Point out expense of replacement

a. Have students bring in small equipment or possessions that could be mended in the room

B. Public property

1. Take a walk around the school grounds pointing out different forms of public or school property

2. Make use of newspapers and mail order or manufacturers catalogs to show the current cost of equipment

D

GETTING ALONG WITH OTHERS

I. Friends

A. Self Evaluation

1. Use copies of the form below
2. Elicit discussion of items on form, definitions, etc.
3. Have each student check each item as to his own opinion of himself (This same evaluation sheet is to be used again as a last activity for comparison)
4. Instructor retains evaluation until the end of unit

	YES	NO	SOMETIMES
CHEERFUL (NOT MOODY)			
HONEST			
SENSE OF HUMOR			
COURTEOUS			
DEPENDABLE			
NEAT AND CLEAN			
COOPERATIVE			
APPRECIATIVE			
LIKES PEOPLE (FRIENDLY)			
CONSIDERATE			
LOYAL			
PATIENT			
UNSELFISH			

B. Meaning of Friendship

1. Suggested film

4-88 Developing Friendships EFB B/W 9m

2. Appropriate socio-dramas can be found in past issues of the NEA magazines under Continuing Features, Classroom Incident

D

3. Have students, through writing or drawing, describe the qualities possessed by their "best friend"

C. Places to meet people

1. At school and/or work

a. People often have the same interests

(1) Sports

(2) Hobbies

2. In church

a. Young people's organizations

b. Choir

3. Community Activities

a. Scout groups

b. Community Centers

D. How to get acquainted

1. Play record, if available, "Getting to Know You"

2. Elicit discussion of forms of introductions and ways of acting, etc. on meeting new people (Enact, using tape recorder for introductions)

a. Rising to greet newcomers

(1) A gentleman always rises to greet or be introduced

(2) A woman rises as a mark of courtesy to greet her hostess, an older woman or a distinguished guest

(3) Every young girl in her teens rises to greet those older than herself

b. When to shake hands

(1) It is quite proper for a woman or girl to offer her hand, if she desires, but a gentleman never makes the first move to shake hands with a lady

(2) All introductions may be acknowledged with no more than a pleasant glance and a slight bow, except between men who usually shake hands

c. How introductions are made

(1) Following example:

A gentleman is always presented to a lady. "May I present my father, Miss_____." "Father, this is my teacher, Miss_____."

(2) Exception to the above would be to present a lady to a very old or very distinguished guest. "Reverend _____, may I introduce my mother?" Mother, this is Reverend_____."

(3) Always presenta younger person to an older one. "May I introduce my friends May and Jimmy Smith, Mrs._____."

(4) Always introduce a boy to a girl, "Jean, I would like you to know my friend Jim Jones." "Jim, this is Jean, of whom I have spoken."

d. Introducing yourself

(1) Never say, "do you remember me?" Always give your name and identify yourself otherwise.

(2) Example: "How do you do, Mrs._____, I am Joan Smith. We met some time ago at_____."

e. Play back tape recording for class discussion

f. Repeat above procedure until all have learned proper introductions

g. Suggested film available on request from the Bell Telephone company

<u>The Voice with a Smile Wins</u>

II. Dating Friendships

A. Suggested film:

4-58 Beginning to Date EFB B/W 10m

B. Places to go and things to do

1. School functions

a. Athletic events

b. Dances

c. Festivals

d. Band concerts

e. Plays

2. Community functions

a. Local movies

b. Church activities

c. Bowling, skating, etc.

d. Local teen centers

3. Home parties

a. Discussion of party planning including parent permission and cooperation

Family Fun and Popular Parties

Parker Brothers, Inc.

Box 900, Salem, Massachusetts

6 free copies upon request

b. Plan games, dancing, listening to records

c. Plan refreshments including cost

d. Discuss type of clothing to be worn

4. Dancing

a. Discussion on how to ask for a dance

Example: In asking for a dance, say, "May I have this dance?" Or, "May I have the pleasure of this dance?"

Between young friends it is often abbreviated to "Dance?"

b. Discussion on how to end the dance

Example: The gentleman escorts the lady to her seat. The lady says, "Thank you, I enjoyed the dance.", etc.

c. Discussion on how to refuse an invitation to dance

Example: She can say "Thank you, I have a partner for this dance." She could say, "Thank you, but I believe I will sit this one out."

C. How to behave with an escort

1. Things to remember

a. Boisterous conduct is bad manners at any time

b. A boy is expected to pay for the entertainment

c. A girl should not suggest activities which her date cannot afford

d. Teenage dates should go directly home, say "Goodnight" and be off

e. Boys should help dates in and out of cars, open doors, find seats, etc.

f. Never ask personal questions which might prove embarrassing

2. Encourage students to write paper on subject, "My Ideal Date."

III. "Friends" we don't need

Suggested film and resource person

<u>The Friendly Stranger</u>, available through Juvenile Officer, Roy Allen, Eau Gallie Police Department

IV. How to have "friends" in the family

A. Discuss ways student can be helpful and liked in his own family

1. Share in home tasks

a. Washing dishes

b. Cleaning house

c. Keeping yard

d. Taking care of younger children

e. Running errands

f. Keeping a smile

2. Be aware of family income and needs

(Sometimes student can help to earn money)

3. Understand and respect authority of parents or guardians

4. Understand family customs relating to:

a. Nationality

b. Religion

c. Birthdays and anniversaries

5. Suggested films

4-130 Good Sportsmanship, Coronet B/W 11m

4-210 Mental Health, EBF B/W 13½ m

8-20 Act Your Age, Coronet B/W 11m

4-209 Am I Trustworthy B/W 11m

6. Invite parents in for a panel discussion on ways students can be helpful in their homes, etc. (Parents see film as suggested below)

4-109 Fun of Being Thoughtful, Coronet col. 11m

V. Elicit discussion on "Am I a Good Friend?"

A. Suggested topics

1. Do I smile often

2. Am I a good listener

3. Can I accept criticism

4. Do I forgive others

5. Am I a good worker

D

6. Do I finish a task

7. Do I help others

8. Can I control my temper

9. Am I kind and considerate

10. Do I know how and when to apologize

B. Encourage students to write paper on subject, "What I Like About Myself."

VI. Self Concept

A. Self evaluation

1. Use copies of the form on page 1 of unit

2. With little discussion, have students check individual forms

3. Give each student his copy of the evaluation done in the beginning

B. Give students opportunity for private counselling with teacher or guidance personnel of so indicated

A

HOW TO GET A JOB AND KEEP IT

I. Motivate discussion of work habits and attitudes needed to get a job

A. List qualifications suggested by students and then use the following list as a guide:

1. Punctuality
2. Honesty
3. Cooperation
4. Dependability
5. Ability to stick to the task
6. Courtesy
7. Ability to take criticism
8. Ability to follow directions
9. Ability to do the job
10. Self control
11. Cleanliness and neatness in appearance
12. Good health

B. Discuss each qualification thoroughly, allowing students to elaborate

C. Have students enact various personality types seeking jobs

II. Motivate discussion of ways to find a job

A. List ways as suggested:

1. Classified ads in newspapers
   a. Bring numerous newspapers to class and practice reading ads
   b. Write ads for evaluation
2. Notice "Help Wanted" ads in windows, etc.
3. Practice calling to make inquiries on the telephone using the teletrainer kit

A

4. Secure job application blanks and practice using

5. Secure State Inventory of Job Openings from Florida State Employment Service (issued weekly)

B. Provide field trip to local Embloyment Bureau

C. Suggested film strip

Occupational Education Filmstrip available on request from the Exceptional Education Department, Brevard County

117-A The Job Interview

III. Kinds of jobs

A. Motivate discussion of jobs that are available (Guide discussion toward realistic jobs) Suggestions are listed below:

1. Farm work (orchards)

a. Field trip to local orchard

2. Restaurants and cafeterias

3. Maintenance work

a. Invite school maintenance man for a talk

4. Hospital work of different kinds

5. Bakeries

6. Laundries

a. Field trip to local plant

7. Housekeeping, baby sitting, etc.

8. Shoe shops

9. Garderners

a. Invite local nurseryman to talk

10. Ushers

11. Bell boys

12. Gas station work

13. Construction work of different kinds

14. Florist Shop work

15. Sanitation Department workers such as garbage

    a. Invite head of city sanitation department for a visit

16. Stock boys in department stores

17. Full time paper route

18. Delivery boy

19. Small boat building helper

20. Painter

21. Fish factory

B. Suggested film strips available on request from the Exceptional Education Department, Brevard County:

Occupational Education Filmstrips

117-H <u>The Nurses Aid</u>

117-F <u>The Variety Store</u>

117-D <u>Fixing a Flat Tire</u>

117-I <u>The Gas Station Attendant</u>

117-C <u>The Waitress</u>

117-B <u>Stocker in a Super Market</u>

IV. How to figure time for work

A. Discuss amount of time necessary for breakfast and dressing

1. Review how to tell time and continue practice for those who need it

2. Demonstrate how to wind and set alarm clocks

3. Discuss amount of time it would take going from residence to work

    a. Make use of city maps and measurement (secure map of city for each student)

4. Discuss practicality of taking a lunch or eating out

a. Obtain prices of lunches, etc. and compare cost of home lunches or packed lunches

b. Explain importance of time allowed for lunch

B. Motivate discussion of location and direction

1. Consider various buildings, etc. and find location of street, etc. on city map

a. Review study of North, South, East and West (By use of Opaque Projector, city map can be easily used for study)

V. Transportation to and from work (No buses in area)

A. Discuss cost of ownersup and upkeep of automobile

1. Use math in figuring number of miles per gallon and cost per gallon of gas

2. Discuss over-all upkeep of automobile including insurance and lisence tags

a. Invite local insurance agent to discuss above

B. Possibilities of car pool

1. Discuss cost as compared with owning and driving own car

2. Discuss importance of being punctual

C. Advantages of locating job near residence

1. Discuss possibility of walking or riding a bicycle to work with advantages of no expense, less time involved, and possibility of having lunch at home

VI. Other Expenses Involved in having a Job

(Each area below will be covered in unit on money)

A. Use of Uniforms

1. Motivate discussion of jobs requiring uniforms, or tools, their cost to the employer or the employee

A

B. Union dues and assessments

a. Contact head of union in a local company to come in for a talk

b. Contact school Vocational Rehabilitation counselor to come in for a talk

C. Suggested films and transcriptions regarding Social Security (available from local Social Security Office)

Film: Social Security in Action

The Social Security Story

Transcriptions: America's Folklore

Folksongs

D. Briefly discuss items listed below:

1. Income tax deductions
2. Hospitalization
3. Retirement
4. Insurance

VII. Leisure

A. Motivate discussion of vacations

1. When can vacation be taken
2. What kind of vacation would you like to have
3. Discuss cost and how one can budget and plan for this expense long in advance
4. Discuss length of vacation and how it limits what can be done

a. At home

(1) Painting house

(2) Maintenance of yard, etc.

b. Trips

(1) Number of miles involved and how to travel

A

6. Secure materials from travel agencies, Greyhound bus lines, etc.
7. Suggested film available from Film Library, Florida Development Commission, Tallahassee, Florida

B. Motivate discussion of other leisure time

1. Contact resource person within local area to discuss a specific hobby

   Example: photographer on local newspaper
2. Motivate student planning for a Hobby Show within the classroom
3. Study T.V. Guide for worthwhile programs
4. Discuss school sports as to the price of admission to games, special school songs and cheers, etc.
5. Consult local newspapers to find out what spectator sports are in the area as well as other facilities
6. Motivate discussion of visiting relatives and friends as to length of stay and consideration of activities suggested by host

In using this unit, three workbooks will be provided the instructor. The books are in a series called Mathematic in Living: Buying, Book I; Wages and Budgets, Book II; and Banking, Book III. Certain areas of the books will be referred to throughout the study. It is understood that due to individual differences, each student should not have his own workbook. Teachers are expected to reproduce certain pages, initiating changes as necessary. Using the opaque projector is an excellent means of discussing materials.

Below is a list of other resource materials that can be incorporated in the study:

Books:

1. Facts about United States Money

   16 page mimeograph - 10 copies free,

   Treasury Department Information Services

2. Story of Money - From Barter to Banking

   16 pages, illustrated

   1 copy free - request by postcard

   Chase Manhattan Bank Money Museum

3. What are Credit Unions and How Can We Use Them

   26 classroom projects - one copy available to teachers

   Credit Union National Association, Inc.

   Public Relations Department

   Post Office Box 431

   Madison 1, Wisconsin

Script for Play:

1. Budget or Bust - 30 minutes
2. Let the Dollar Help - 15 minutes

   Free Immediate availability

National Committee for Education in Family Finance

Robert E. Gibson, Executive Secretary

488 Madison Avenue

New York, New York 10022

Film:

(Suggested film for motivating interest in unit as a first lesson activity)

A Penny Saved, ordered from the Credit Union National Association Inc. Public Relations Department, Post Office Box 431, Madison, Wisconsin

I. Recognition of money

A. Initiation discussion of the usefulness of money

1. Field trip to Spanish Treasury Museum at the First National Bank of Satellite Beach

2. Discussion of student coin collectors

B. Recognizing the value of money

1. To eliminate the confusion of transferring from toy money to real money, only real money should be used. Have in room $25.00 worth of change in all denominations.

a. Using groups of three, have all students practice counting set amounts. (Students who know how can be used as aides)

b. Play games that involve handling and counting money

(1) Suggested games

(a) Make color charts on bulletin board with amounts of money written in squares on the chart. Count by 5's, 10's, 25's. etc. Shoot guns with rubber darts and have cashier pay the student, who shoots the gun, whatever amount of money the dart lands

on. Make change to get the right amount of money. The one who has the most money after each game is the cashier for the next game.

(b) Play musical chairs, but do the following instead of taking out another chair each time: Have a can or jar with teacher-made chips containing amounts of money which the student who has been left without a chair, must pay the student who got his chair. Give each student an equal amount of money at the beginning. The one who has the most money left at the end of the game is the winner.

2. Project page 1 from Book 1, Buying, using the Opaque Projector, on the board. Give students an opportunity for discussion. etc

3. Use, in fitting way, pages 2 through 8 from Book 1, Buying

II. Budgeting Money

A. Pay Checks

1. Make a large poster chart of a pay check with work statement attached listing gross salary, deductions, net salary, etc. (Refer to page 38 in Book II, Wages and Budgets)

2. Using page 38 in Book II, Wages and Budgets, and the opaque projector, discuss entire problem as stated.

3. Class discussions regarding approximately what would constitute an average salary for pupils getting jobs

4. Suggested films and transcriptions regarding Social Security (available from local Social Security Office)

Film: Social Security in Action

The Social Security Story

Transcriptions: America's Folklore

Folksongs

(Above films and transcriptions were also suggested for use in unit How to Get a Job and Keep It.)

5. Initiate discussion about pensions, their usefulness, etc.
6. Initiate discussion about income tax considering the following angles:
   a. Why must we pay income tax
   b. Do we get benefits from this money
   c. Is this one of our responsibilities
   d. How is this money used
7. Invite resource person from the local Income Tax Department to talk in class
8. Discussion on hospital and life insurance
   a. Why have insurance
   b. Who pays for insurance
   c. Is insurance taken out of each pay check
9. Suggested films on insurance, available by request from:

   Institute of Life Insurance, Educational Division

   277 Park Avenue, New York, New York, 10017

   (Book a month in advance)

   Directing your Dollars

   Dollars for Health

   Dollars for Security

B. Banking
   1. How to deposit money in checking account
      a. Refer to page 78 in Book III, Banking

         Using opaque projector, show deposit slip

Discuss thoroughly terminology, etc. and reason for use of deposit slips

b. Secure deposit slips from local bank and allow students to practice

2. How to write a check

a. Refer to page 84 in Book III, Banking. Use opaque projector and discuss check

b. Secure checkbooks from local bank and allow students to practice (Instructor refer to page 97 of Book III, Banking, as guide)

3. How to Deposit Money in savings account

a. Refer to page 21 in Book III, Banking

Use opaque projector

b. Secure deposit slips from local bank and allow students to practice

c. Refer to page 42 in Book III, Banking

Use opaque projector, discuss passbooks. (secure sample)

4. Use drill samples in Book III, Banking, as indicated

5. Provide field trip to local bank

6. Suggested films available by request from the

Federal Reserve Bank of Atlanta

Bank and Public Services Department

104 Marietta Street, N. W.

Atlanta, Georgia 30303

You and Your Money 16mm - 12½ min. cartoon style

(many others available - request list)

C. United States Savings Bonds Division, Local Savings Bond Office

1. Beaver's Savings Stamps 16mm sound. 18 minutes

2. Stamp Day

3. Twenty-four Hours in Tyrantland - sound - 30 minutes

D. Use of net salary

1. Motivate discussion pertaining to ways students, as employees. would spend their net salaries

2. Suggested needs

a. Shelter

b. Food

c. Transportation

d. Clothing

e. Additional taxes (ther than those deducted from pay check)

f. Utility bills

g. Recreation

h. Savings

i. Miscellaneous

3. Use pages 64 through 71 in Book II, Wages and Budgets, Use opaque projector when needed

4. Have students plan a budget for their allowances or part time jobs, etc. for a period of several weeks

5. The following scripts on film strips are suggested. They are available by request from The Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. Single copies of filmstrips are available for one week loan period. Mailed prepaid; borrower pays return postage. Study guides, to be retained by the borrower, accompany each filmstrip. Box six weeks in advance.

Focus on Food Dollars

Managing your Clothing Dollars

New Look at Budgeting

Your Money's Worth in Shopping

Your World and Money

B

SAFETY

I. Safety in the home

A. Suggested film as motivation for study

8-122 Live and Learn EBF B/W 13m

B. Kitchen area

1. Stove

a. Motivate discussion of how stoves can be dangerous

(1) Grease fires

(2) Broken equipment (shorts, etc.)

(3) Hot foods cooking in pots or pans with long handles

b. Motivate discussion of how to be safe

(1) Never leave grease unattended

(2) Repair cooking equipment immediately

(3) Turn all handles to pots and pans to safe position

2. Boiling water

a. Faucets

(1) Discuss awareness of extremely hot water

(2) Necessity of faucets being in good repair

b. Using

(1) Beware of steam from kettles, etc.

(2) Beware of dish water, etc.

C. Electrical hazards

1. Elicit discussion of:

a. Outlets

b. Broken equipment

c. Wet hands

d. Electric fans and applicances

e. Christmas or other decorations

f. Electric toys

2. Invite resource person from Florida Power and Light Company to discuss safe use of electrical equipment, etc.

3. Suggested films

4-164 Electricity: How to Make a Circuit EBF B/W 11m

4-169 Learning about Electrical Current EBG F/W 8m

4-39 Making Electricity EBF B/W 11m

D. Other home dangers for discussion

1. Too much floor wax on floors
2. Careless use of scatter rugs
3. Lack of walking space between furniture
4. Too few light switches
5. Poor heating systems
6. Careless smoking habits
7. Misplaced dust rags and paints
8. Lack of nonslip pads in the shower or tub
9. Doors left ajar
10. Poorly lighted halls and steps
11. Lack of handrails on stairways

E. Poisons

1. Suggested film script available by request (on school stationery) from the National Safety Council, Don Moore, Director of Radio and TV, 425 North Michigan Avenue, Chicago 11, Illinois

Mr. Know It All's Mistake SSL 22 5m

2. Motivate discussion of some of the most poisonous substances as listed:

a. Garden sprays

b. Vitamins (too many vitamin pills taken at one time)

c. Furniture polish

d. Cleaning solvents

e. Lye

f. Kerosene

g. Paints

h. Turpentine

i. Medicines, including asperin, unless taken as directed

3. Discuss rules to follow to prevent poisoning

a. Keep all dangerous household substances out of children's reach

(1) Keep all dangerous substances under lock and key

(2) Be sure that medicines which are thrown away cannot be reached by younger children

b. Read labels carefully

c. Never take medicine in the dark

d. Never tell a child that medicine is candy regardless of the flavor

4. Discuss action to take in case of poisoning

a. CALL THE DOCTOR RIGHT AWAY

b. Keep the container from which the poison came

5. Suggested activities

a. Ask students to look for poisonous substances around their own homes

b. Make list (in school) of the poisonous substances found. Discuss what action was taken concerning them

F. Poisonous Plants found in yards

1. List for discussion

a. Castor-oil plant

(1) Large leaves and tall

(2) Has seeds called castor beans which contain poison

(3) Eating of only two of these beans can cause death

b. Jasmine

(1) Berries of night blooming jasmine are most poisonous

(2) Death can be caused by sucking juice of yellow jasmine

c. Wisteria

(1) Has purple flowers

(2) Seeds and pods dangerous if eaten

(3) Two seeds can cause illness

d. Oleander

(1) One of most dangerous of all

(2) All parts of plant are dangerous

(3) Death caused from nibbling blossoms, leaves and twigs

(4) Meat roasted on oleander sticks is poisonous

(5) Some have white, pink, or red flowers

e. Boxwood

(1) Leaves and twigs very poisonous

(2) Can be poisoned by smoking dried leaves in home made cigarettes or carrying a twig in mouth

2. Copy names of the poisonous plants

3. Look in your own yard and see if any of these plans are growing there. Bring to class the names of the poisonous plants you found

G. Food Poisoning

1. Suggested film

8-38 Why Foods Spoil EBF B/W 14m

2. Discussion of facts about food poisoning

   a. Can become sick or even die from eating poisoned food

   b. Happens most often in hot weather

   c. Most easily contaminated foods are

      (1) Meats

      (2) Milk

      (3) Eggs

      (4) Poultry

      (5) Fish

   d. Heat and cold are best to stop food from becoming poisoned

   e. Germs grow faster in temperatures between 40 and 120 degrees

3. Ways to avoid food poisoning

   a. After shopping, be sure to refrigerate all foods that spoil

   b. Refrigerate all left over food right away. Do not wait until it reaches room temperature

   c. Be sure to use clean utensils for slicing or grinding foods

   d. Freeze or refrigerate sandwiches before going on a picnic, etc

   e. Wash hands before handling food

   f. Wear gloves if you have a cut or sore on your hands

   g. Use clean utensils when serving food

   h. Eliminate insects

   i. Careful not to get flyspray on foods or places food will touch

   j. Sure that bowls and refrigerator containers are clean

4. Shopping reminders

   a. If buying foods labeled "keep under refrigeration", be sure they are kept in store's refrigerator

   b. Never buy frozen food packages that seem to have been thawed

5. Invite home demonstration agent from Florida Power and Light Co. to discuss food storage, food poisoning, how long certain foods can be kept under refrigeration, etc.

H. Suggested activity for review, oral or written (Do not grade)

ANSWER TRUE OR FALSE

_____The kitchen is one of the most dangerous rooms in the house

_____Be careful not to put too much floor wax on the floor

_____Don't plug in too many electrical appliances at one time

_____Store household polishes and cleaners out of the reach of children

_____Furniture can be arranged in any manner in the home

_____Be sure that scattered rugs don't slip on the floor

_____One light switch by the door is enough

_____You should never smoke in bed

_____Oily dust rags and paints are dangerous

_____Use nonslip pads in the shower and tub in the bathroom

_____Fix electrical appliances where they will not be reached easily when you are wet

_____Keep the closet doors closed

_____Halls and stairways should be well lighted

_____Some poisonous plants may be found in yards

_____All parts of the oleander plant are dangerous

_____Food poisoning happens most often in the winter

_____Germs cause food poisoning

_____Heat and cold reduce food poisoning

_____You should refrigerate food that is to be taken on picnics

II. Safety in the community

A. Signs found in a community

1. Show and display posters which are available on request from the Triple A (American Automobile Association)

2. Have students discuss and list signs they have seen and know including the following:

STOP	DANGER	EXIT
GO	OFF LIMITS	ENTER
YIELD	KEEP OFF	LADIES
ONE WAY	POISON	GENTLEMEN
RR (Railroad)	HIGH VOLTAGE	MEN
KEEP RIGHT	MEN AT WORK	WOMEN
SLOW	WET PAINT	GIRLS
END DIVIDED ROAD		BOYS
DO NOT ENTER		
MERGING TRAFFIC		
ROADSIDE BUSINESS		
FRONTAGE ROAD		
NO LEFT TURN		
NO PARKING		

3. Suggested activity

Using large sheet of paper or poster board, have students draw up a miniature route from their homes to the school, placing road signs, etc.

B. Transportation

1. Riding the school bus

Suggested film

4-225 Safety on the School Bus EBF B/W 11m

a. Involve students in socio-drama using bus driver, riders, etc.

b. Invite local bus driver to talk on subject of bus safety

2. Bicycles

a. Suggested films

8-278 Bicycling Safety IFB col. 13m

4-470 I'm No Fool With a Bicycle BP col. 8m

b. Elicit discussion of rules to be followed in riding a bicycle including the following:

(1) Obey all traffic laws just as cars do

(2) Ride on right-hand side of road with traffic

(3) Ride single file about ten feet from bike ahead

(4) Don't zig-zag while riding

(5) Never carry a passenger

(6) Give signals with left hand

(a) Left turn--arm straight out

(b) Right turn--arm out and elbow bent with hand up

(c) Stop--arm out and elbow bent

(7) Play games or race only in empty play yards or lots

(8) Give right of way to people walking

(9) Give right of way to cars

(10) Wear light clothing at night

(11) Have red tail light and white front light

(12) Keep hands free to steer the bike

(13) Have bike in good mechanical condition

(14) Never hitch a ride on a car

C. Water Safety

1. Swimming

a. Suggested film

4-472 I'm No Fool in Water WD col. 8m

b. Invite students from local school who has Life Saving Certificate to come talk in class

c. Discuss good safety rules including the following

(1) Never swim alone

(2) Stay out of water during storms

(3) Don't depend on inflated toys or tubes

(4) Be aware of currents and riptides

(5) Be sure you are in good health

(6) Swim where there are life guards

(7) Learn to be a good swimmer

(8) Protect small children from pools, canals, etc.

2. Boating

a. Invite resource person from Junior Safe Boatsman Course Marine Division of Sheriff's Department

b. Secure materials for study from above department

D. Pedestrians

1. Suggested film

4-471 I'm No Fool as a Pedestrian DP col. 8m

2. Discuss rules for safety as a pedestrian including the following:

a. Walk off the highway facing traffic

b. Hitchhiking invites disaster

c. Obey pedestrian traffic laws

d. Wear light colored clothing after dark

e. Carry flashlights after dark

3. Suggested film

4-67 Safety on the Street EBF B/W 11m

E. Local departments aiding in safety

1. Police

a. Suggested film

4-314 Policeman EBF B/W 9m

b. Invite local policeman to come to class for discussion and/or visit local police station

2. Fireman

a. Suggested film

8-165 In Case of Fire EBF B/W 20m

b. Suggest transcriptions available on request (within a ten-day period) from Forest Service, U.S. Department of Agriculture; State Forestry Departments; Anna Mary Preas, Adm. Assistant, Smokey Bear Progr. Ams, United States Forest Service, Department of Agriculture, Washington, 25, D. C.

Indictment Against Carelessness 15m (Program No. 13)

Brush Burning 15m (Program No. 14)

No Joking Matter 15 m (Program No. 15)

III. First Aid for Safety

A. Suggested Film

4-338 First Aid on the Spot EBF B/W 10m

B. Discussion on First Aid supplies necessary in the home

1. Ointments for burns

2. Antiseptic

3. Thermometer

4. Tweezers

5. Sharp scissors

6. Gauze bandages

7. Adhesive dressings and tape

8. Absorbent cotton and cotton balls

9. Lubricant

C. Discuss two common dangers of wounds and treatments

1. Bleeding

a. Press on wound with thick pad or clean cloth

b. If bleeding continues, summon help right away

2. Infection

a. Puncture wounds especially dangerous

b. Clean wound immediately with soap and water

c. Doctor should always be called for a puncture

D. Other dangers and treatments

1. Nosebleed

a. Person to be quiet

b. Sit with head back

c. Sometimes cold, wet towels on the face will stop bleeding

d. Call a doctor if nosebleed does not stop within ten or fifteen minutes

2. Burns

a. Three causes of burns

(1) Heat

(2) Light

(3) Chemicals

b. Chemical burns

(1) Wash off with cold water

(2) Put burned area in ice water

c. Sunburn

(1) Can cause pain, fever and headache

(2) Can get a sunburn on a cloudy day

(3) There are many ointments for sunburn

3. Fainting and causes

a. Person usually knows when he is going to faint

b. Skin becomes moist, cold, and pale

c. Person should lean over with head between knees

d. Call a doctor if person is not awake within 10 minutes

4. Convulsion

a. Is a jerking of muscles

b. Is not a disease

c. Can not be stopped

d. Move person to place on the floor where he will not touch furniture, etc.

e. If in bed, do not let him roll out

f. After a convulsion, person usually falls asleep

5. Something in the eye

a. Sometimes tears will wash it away

b. Do not try to remove object

c. Get help as soon as possible

d. Never rub eyes

6. Something in the Ear, Nose or Throat

a. See a doctor right away

b. NEVER PUT ANYTHING IN EARS OR NOSE

7. Animal bites

a. Bites carry germs

b. Greatest danger of animal bites is rabies

c. Have all pets vaccinated against rabies

d. Wash wound with soap and water

e. Apply sterile dressing

f. Keep animal in pen for observation

g. Report bite to authorities

E. Suggested resource people

1. Local Boy Scout

2. Local Grey Lady

3. Local Red Cross Director

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I

YOUR EVALUATION OF UNITS OF STUDY

This evaluation sheet is being attached with the hope that each instructor will conscientiously evaluate the units. Positive and negative criticisms will aid in preparing future units of study from which you may benefit.

I. Does the content of the units correlate with the objectives of a curriculum for mentally handicapped, chronological ages fifteen through twenty-one?
Comments

II. Was this plan of study helpful in teaching your class?
Comments

III. Did you see significant improvement in the majority of your students in the following areas?

A. Social competency Yes_____ No_____
B. Occupational competency Yes_____ No_____
C. Emotional Security Yes_____ No_____
D. Health and safety awareness Yes_____ No_____
E. Academic tool subjects Yes_____ No_____
F. Leisure time Yes_____ No_____
G. Civic responsibilities Yes_____ No_____

IV. Would you list any materials and activities you may have used to improve this study? Be specific as to names, field trips, and addresses.